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ABSTRACT

This study investigated how principals rated the competencies of University of North Florida (UNF) beginning teachers, had the principals identify weaknesses in the beginning teachers' preparation, and asked for suggestions for program improvement. The data were gathered through the use of surveys, interviews, and observations. The principals' ratings of the 27 generic competencies from 1986 to 1989 are reported. Suggestions for improvement of the UNF teacher education program were made on the following themes: (1) professional orientation and internship, (2) discipline and classroom management, (3) no suggestions/satisfaction with graduates, (4) content knowledge, (5) knowledge of exceptional students, (6) public school involvement in the preservice training, (7) screening, and (8) communication skills. The appendixes include the principals' verbatim comments on the strengths and weaknesses of their beginning teachers, suggestions on how UNF could improve its preservice training of teachers, and recommendations on ways for UNF to assist in working with beginning teachers. (JD)

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HOW PRINCIPALS RATE BEGINNING TEACHERS

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Abstract

The purpose of the study was to see how principals employing UNF graduates evaluated the beginning teachers' strengths and weaknesses. The principals were asked to provide suggestions on how UNF could assist in helping beginning teachers. They also had the opportunity to provide suggestions on how the preservice program could be improved. The data were gathered through the use of surveys, interviews, and observations. The ratings of the principals of the 27 generic competencies from 1986 to 1989 are reported. The themes identified from the comments of the principals are noted. The results are discussed and recommendations given for using the information.

Overview

Much attention has been directed toward the preparation of preservice teachers. There have many different approaches suggested to improve beginning teachers. Key to the success of any system of teacher training is evaluation. Evaluation is a continuous process and data must be systematically collected on the students when they are in the program and when they have graduated and are teaching.

Category II of the new National Council for Accreditation of Teacher Education Standards entitled Relationship To The World of Practice has a section on evaluation. In section IIB the standard calls for the teacher training institution to maintain relationships with graduates from its professional education programs that include follow-up studies and assistance to beginning professionals.

The criteria for compliance states that the unit must keep abreast of emerging evaluation techniques and engage in regular and systematic evaluations, including follow-up studies, to determine the success and quality of graduates in the professional education roles for which they were prepared. The data are to be used to help modify and improve the teacher training programs.

As part of the evaluation model of the College of Education and Human Services at the University of North Florida (UNF), yearly follow-up studies have been conducted of beginning teachers who have graduated from the college. Other data were available through observations made of graduates on the Florida Performance Measurement System by the Florida Department of Education.

Purpose of Study

The purpose of this study was to investigate how principals rated the competencies of University of North Florida beginning teachers, have them identify any weaknesses in the beginning teachers' preparation, and provide suggestions for program improvement. The data source was from interviews with principals and surveys completed by principals during three cycles of data collection. The 1989 Professional Development Award supported the 1989-1990 cycle.

Results

The principals were asked to rate the named beginning teacher on each form provided. The results of the ratings on the 27 generic teaching competencies are found in Table 1.

Table 1. Rating of Beginning Teacher Competencies

Competencies	86-87 (64)	88 (73)	89 (56)
1. Applies knowledge of physical social and academic development patterns and of individual differences to meet the instructional needs of all students in the class room and to advise students of these needs.	3.91 0.81	3.89 0.88	4.16 0.68
2. Enhances students' feelings of dignity and self-worth of other people including those from other ethnic, cultural, linguistic, and economic groups.	4.03 0.76	4.25 0.91	4.29 0.80
3. Arranges and manages the physical environment to facilitate instruction and ensure student safety.	4.02 0.81	4.18 0.87	4.40 0.78
4. Recognizes overt signs of sever emotional distress in students and demonstrates awareness of appropriate intervention and referral procedures.	3.83 0.81	3.86 0.83	3.96 0.89
5. Recognizes signs of alcohol and drug abuse in students and demonstrates awareness of appropriate intervention and referral procedures.	3.84 0.70	3.70 0.79	3.70 0.88
6. Recognizes the overt physical and behavioral indicators of child abuse and neglect, knows the rights and responsibilities regarding reporting and how to interact appropriately with a child after a report has been made.	3.87 0.78	3.91 0.86	3.87 0.88
7. Formulate a standard for student behavior in the classroom.	3.92 0.98	4.10 0.93	4.48 0.71
8. Deals with misconduct, interruptions intrusions, and digressions in ways that promote instructional momentum.	3.80 1.03	4.03 1.03	4.16 0.83
9. Determines the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher	3.86 0.85	3.94 0.82	4.05 0.80

observations and student records.

10. Identifies long-range goals for a given subject area.	3.77 0.85	3.94 0.87	4.00 0.81
11. Constructs and sequences related short-range objectives for a given subject area.	3.89 0.80	4.04 0.84	4.13 0.75
12. Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs.	3.84 0.78	4.07 0.82	4.20 0.70
13. Selects/develops and sequences learning activities that are appropriate to instructional objectives and student needs.	3.81 .79	4.08 0.80	4.18 0.69
14. Uses class time efficiently.	3.94 0.83	4.19 0.92	4.38 0.68
15. Communicates effectively using verbal and nonverbal skills.	4.03 0.84	4.23 0.84	4.42 0.74
16. Creates and maintains academic focus by using verbal, non-verbal and/ or visual motivational devices.	3.89 0.89	4.03 0.91	4.24 0.77
17. Presents forms of knowledge such as concepts, laws and law-like principles,	3.80 0.80	3.97 0.77	4.11 0.74
18. Presents directions appropriate for carrying out an instructional	3.94 0.85	4.13 0.90	4.29 0.76
19. Stimulates and directs student thinking, and checks student comprehension through appropriate questioning techniques.	3.91 0.75	4.11 0.87	*
20. Provides appropriate practice to promote learning and retention.	3.98 0.79	4.14 0.79	4.27 0.76
21. Relates to students' verbal communications in ways that encourages participation and maintains academic focus.	4.02 0.83	3.99 0.95	4.24 0.69
22. Uses feedback procedures that give information to students about the appropriateness of their responses.	3.81 0.81	3.97 0.84	4.24 0.69

23. Conducts review of subject matter.	3.98 0.79	4.07 0.82	4.20 0.74
24. Constructs or assembles classroom tests and tasks to measure student	3.98 0.73	4.03 0.79	4.11 0.74
25. Establishes a testing environment in which students can validly	3.89 0.80	4.01 0.79	4.23 0.75
26. Utilizes an effective system for maintaining records of student and class progress.	4.06 0.85	4.18 0.80	4.11 0.88
27. Uses computers in education.	3.35 1.02	3.58 1.03	3.57 1.01

*item omitted by error in 1989 survey.

The ratings on about all of the competencies except for (5) recognition of drug and alcohol abuse in students were more positive or higher in 1989 than the ratings were in 1986-87. The ratings for (6) child abuse remained the same.

In 1989 competency 7 (formulates a standard of behavior) received the highest rating. Competency 15 (communication skills) was ranked second highest and competency 3 (arranges and manages the physical environment) was rated third. Uses classroom time efficiently (14) was ranked fourth. Competency 2 (enhances students' feelings of dignity and self-worth) and competency 18 (presenting directions) were tied for fifth. The lowest rated competency across all three time periods is (27) uses the computer in education. Next lowest is (5) recognition of alcohol and drug abuse. The child abuse and emotional distress competencies (4 and 5) are also consistently rated lower than the others.

The mean ratings were translated into letter grades using the following scale:

4.75 and higher	A
4.50-4.74	A-
4.25-4.49	B+
3.75-4.24	B
3.50-3.74	B-
3.25 3.49	C+
2.75-3.24	C

Competencies 2, 3, 14, 15. 18, and 20 would receive a B+. Competencies 27 and 5 would receive a B-. The others would receive a B grade.

Although the magnitude of the rating vary from year to year, there are some degree of consistency in the competencies that are ranked high. This is true of competency 15 (communication skills), 2 (enhancing students' self-worth), and competency 3 (arranges and manages the physical environment.)

Strengths of Beginning Teachers

Principals were asked to identify the strengths of the beginning teachers from UNF. Their comments on the strengths of Beginning Teachers (BT) were classified into three categories: teaching skills, personality characteristics, and professionalism. The verbatim comments are listed in Appendix A of the report. Nearly 50 percent of the comments related to teaching skills of the beginning teachers. Strengths in classroom management and control were the most frequently appearing theme in this category followed closely by communication skills, ability to establish rapport, and subject matter knowledge. The beginning teachers' organizational and planning skills, knowledge of individual differences and human development and lesson planning were also mentioned. Their ability to motivate, evaluate, and diagnose learning were also cited. They used positive reinforcement effectively.

Personality characteristics of the beginning teacher accounted for about one-third of the comments. The most frequently mentioned were enthusiastic, mature, cooperative, conscientious, willing, eager, hard worker, creative, self-confident, and warm and caring. They were also characterized as being intelligent and bright, of high moral character, open-minded, dependable and patient. Other terms were used such as having a pleasing personality, dependable, patient, self-motivated, and willing to learn.

The third category was labeled professionalism and accounted for over 20 percent of the comments. The statements related to the beginning teachers' professionalism, their willingness to work with students, their concern with the welfare of students, and their love of children and teaching. They were called good role models, team players, and dedicated educators.

Weaknesses of Beginning Teachers

One hundred sixty five comments about the weaknesses of beginning teachers were stated by principals in interviews and or/surveys during the past three years. The verbatim comments are listed in Appendix B of the report. Twelve major themes were identified. These were:

1. Classroom management and control
2. Instructional strategies
3. Personality characteristics

4. Record keeping/ paper work
5. Academic preparation
6. Knowledge of human development/ individual differences
7. Curriculum management
8. Computers
9. Communication skills
10. Professionalism
11. Classroom organization/ appearance
12. None/ well prepared

None/ Well Prepared

About 27 percent of the principals stated that there were no major weaknesses identified. About another 15 percent did not make any comments to this question.

Examples:

None!
Still looking.
I have not found a major weakness.

The principals appear to feel that the beginning teachers were doing as well as expected at their current level of experience.

Classroom Management

The major weakness identified by the principals was classroom management/ control.

Examples:

UNF should work more with beginning teachers in the area of discipline.
Classroom management is a little weak.
_____needs to work harder at classroom discipline, getting control early. This I feel will be fixed as she gets experience.

A number of the principals felt that the BT needed more experience in dealing with a variance of behavior. They feel that the BT not only has to develop the techniques but also the confidence.

Instructional Strategies

The second major weakness identified was deficiencies in instructional strategies.

Examples:

Not allowing adequate time for student responses to questions.

Lack of any creative instructional strategies.
Lack of ability to utilize more variety of teaching methods and instructional aids.

Principals identified other problems such as the use of multiple questions, not developing interest centers, and failure to use manipulative materials.

Human Development/ Individual Differences

The third major weakness was inadequate knowledge of human development and individual differences.

Examples:

She does not have adequate knowledge of the developmental processes but her instruction will improve with experience and the opportunity to identify individual developmental levels and appropriate gearing of curriculum to student ability.
Inadequate background in early childhood knowledge and techniques.
Lack of knowledge for dealing with exceptional education students that are mainstreamed into the basic program.

Communication Skills

The fourth major weakness identified was problems with communication skills. Some complaints deal with poor spelling, some with poor written communication, poor grammar, and others with communicating with peers, parents, and students.

Curriculum Management Skills

Some principals noted that their beginning teacher had poor curriculum management skills. They also felt that some beginning teachers did not make adequate use of the computer in instruction.

Professionalism

There were several principals who were concerned about the professionalism of the beginning teacher.

Examples:

Sometimes gets involved in things she doesn't need to- but usually done with the best of intentions.
Not knowing that off the cuff remarks are often heard by parents.

Personality Characteristics

Some personality characteristics that hinder effective teaching of the beginning teacher were also noted such as anxiety, lack of self-confidence, and inflexibility.

Classroom Organization

Poor organization and arrangement of the classroom was a problem mentioned by four principals of their beginning teacher.

Suggestions for Program Improvement

The principals were asked to provide suggestions on how UNF might improve their preservice education of teachers. Their comments are listed in Appendix C of this report. The themes of their suggestions in rank order of the number of times the themes were mentioned are as follows;

1. Professional orientation and internship
2. Discipline and classroom management
3. No suggestions/ Satisfaction with graduates.
4. Content knowledge
5. Knowledge of exceptional students
6. Public school involvement in the preservice training
7. Screening
8. Communication skills

Professional Orientation

The first major theme identified was the professional orientation and internship experience.

Examples:

> Put them in schools as interns that they are likely to be assigned to. Classwork is fine but does little to prepare teachers to do their job.
> Make sure your students are exposed to a variety of socio-economic and cultural environments.
> Where it is difficult to obtain beginning employment in affluent schools, it is misleading to concentrate interns in these schools. It would be more realistic to place interns in less affluent settings.

The principals suggest the need for more field experience and internships. Some principals feel that centers should be developed and the same school be used for both preinternship and internship. Some also feel that interns should be in the school at the beginning of the school year and have experience in

"opening the school." Some also feel that interns need experience in more than one school and on more than one grade level.

Classroom Management

The second major theme was classroom management and discipline.

Examples:

> Videotape problem classrooms. Analyze for brainstorming solutions.
> We believe students would benefit by more instruction in a variety of classroom management techniques.
> Provide information and practice in assertive discipline and other techniques for classroom management.

Principals are concerned about the beginning teacher's classroom management skills. Some beginning teachers seem to have excellent skills; others, deficiencies. They feel more emphasis should be place on teaching assertive discipline techniques.

No Suggestions/ Satisfaction with BT

The third major theme was no suggestions. The principals were satisfied with the beginning teacher.

Examples:

> I feel that this teacher and the other UNF graduates I have met are very well prepared to do an excellent job of teaching.
> This one is a jewel..... Make all of them like her.
> Very pleased with your product.

Many principals rated UNF graduates highly. They hired graduates who performed well as beginning teachers.

Curriculum Competencies

The four major theme was curriculum competencies.

Examples:

> More computer experience.
> Computer training and awareness of software.
> Curriculum management appears to be an area of concern with beginning teachers. This often comes with experience in a special setting but perhaps this needs some additional attention.

Knowledge of children's literature and whole language teaching.

There were some specific concerns about lack of knowledge in some curriculum areas and also a more general knowledge of the skills needed to manage the curriculum.

Knowledge of Exceptional Students.

The fifth theme identified was the knowledge of exceptional students.

Examples:
Writing IEPs
More instruction in the area of dealing with ESE children.
In the area of exceptional student education an awareness of the subjects taught in the schools and what each candidate will be teaching.

Principals recommend that preservice teachers need to be exposed to many different populations and have more knowledge of the characteristics and curriculum for special needs and handicapped students.

School/College Partnership

School/college partnership was the sixth major theme identified.

Examples:

Have master teachers present methods classes to students giving them a realistic picture of expectations of the classroom teacher.
I would like to see a closer relationship developed between the university and schools where interns and pre-interns are sent. If centers could be established possibly on a rotations basis schools could effectively participate in school training for both interns and teachers.
Andrew Jackson would like to become a cluster site for interns and pre-interns. An inner-city school such as ours is an ideal setting for teacher training.

Suggestions ranged from choosing a school for a cluster site to using master teachers for adjunct faculty. Principals were also interested in serving on advisory committees.

Screening

The issue of screening of students entering teaching was the seventh theme identified.

Examples:

The answer is screening the candidates who are attempting to become teachers.
Make sure that weak candidates are weeded out.
Closer supervision of interns. Screening more students from Education programs in the earlier years of college.

Some principals see quality of graduates affected by how candidates are screened. They recommend careful screening at the beginning and during the program.

Communication Skills

The eighth theme was communication skills.

Examples:

How to discuss student needs with parents.
Some problems with subject/verb agreement in oral and written communication. Specific attention should be given to assisting with improvement in grammar. Parents are particularly sensitive to this.

Two aspects of communication were identified: the use of proper grammar and the ability to communicate with parents.

Assistance with Beginning Teachers

The principals were asked how UNF could be of help in working with beginning teachers. Four major themes were identified from their comments. The first was direct involvement; the second, indirect involvement. The third dealt with the academic preparation of the preservice teacher. The fourth was no involvement.

Direct Involvement

Some of the principals suggested that UNF should be directly involved in working with the beginning teacher.

Examples:

Make visits to the classroom as additional support persons.
Serve as the other professional educator. Provide professional development activities with their peers. Re: Science methods with district texts....integrated lessons.
UNF should confer with teacher in order to meet the beginning teachers' needs.

Principals also suggested that UNF provide assistance in the follow-up monitoring of new teachers and in providing direct assistance--helping the new teacher related his/her past experiences to the present situation.

Indirect Assistance

Some of the principals suggested that UNF should be indirectly involved.

Examples:

It would probably be helpful to have seminars geared toward small group sharing where beginning teachers could share concerns and successes. This could also provide you input as to areas that the teacher feels least prepared.
Conferring when requested with the beginning teachers about weaknesses.
Support may be the key work. I have received complaints from many special education teachers that feel they need more support services in order to keep from burning out due to stress or frustration when all methods learned do not work.

Principals suggest that providing different types of support services to beginning teachers may be an important contribution.

Teacher Preparation

A number of principals made suggestions on how UNF might help beginning teachers by improving or adding topics to their undergraduate preparation of teachers.

Examples:

The greatest obstacle beginning teachers face is that of behavior in their students. New teachers seem unsure as to how much authority they yield and how to use their authority in coping with behavior problems. UNF should review programs in behavior modification to ensure their objectives are being met as they apply to application in the classroom.
Put them in school in an intern program and help them develop.
During their coursework the teachers should be versed in FPMS system of observation and with the beginning teacher competencies.

There were a side variety of suggestions from specific curriculum topics to general areas such as screening and type of internship.

No Involvement

I feel that _____ County takes care of providing a mentor or peer teacher to support each of the beginning teachers.
No involvement is needed at this time.

Discussion

There are a number of ways to look at what the principals have to say about our beginning teachers. The first is from a philosophical perspective. We have to look at a number of questions. What kinds of teachers do we want to graduate? What kinds of values do we want them to have? What kinds of ethical and professional behaviors do we want them to demonstrate? Is there a congruence between our goals and our products? I do not think the principals recognize our educational philosophy from our beginning teachers behaviors.

A second way of looking at what the principals have to say about our beginning teachers is from a developmental learning perspective. The principals seem to each have a different idea of the level of mastery they expect from our beginning teachers. We need to look at what the stages of learning are and the levels of competency mastery which take place in the progression from novice teacher to a master teacher.

A third way of looking at what the principals have to say about our beginning teachers is from a curriculum theory perspective. Is the curriculum relevant to beginning teachers? We are told that our graduates have deficiencies in classroom management, the use of the computer, and the like. We are told that teachers in the field should be used to teach the methods classes. We are told that the K-12 classroom is the real world.

The principals raised a number of administrative issues. The selection and screening of candidates was mentioned. The degree of involvement of UNF faculty in supervision and follow-up was questioned. The principals questioned the value of the present internship requirements. The length, the type, the location, among other dimensions were mentioned. Modification of the internship would involve allocation of resources. The suggestions would involve school district/university cooperation and coordination.

The principals also raised curriculum and instructional issues. They suggested many changes. Should there be changes in the topics presented, the instructional strategies used, and the delivery system? Are there gaps in the coverage of topics such as child abuse, drug abuse, and the use of the computer?

The principals also raised people issues. They questioned the professionalism of our supervision, our knowledge of the real world, and our closed system. Are we appropriate role models? Are we up-to-date professionals? Are we student oriented? Are we using the new technology in our teaching? Are we willing to accept criticism and work as a team to provide support services to students both while they are in the program and after they graduate?

Recommendations

1. Read the comments of the principals. Think about the implications of their comments for the preparation of preservice teachers.

2. We need to address both philosophical as well as the instructional and curriculum issues raised by the principals' comments.

3. There are other perceptions of the program. Our graduates, our current students, our faculty, our administrators, and what our professional organizations say, all have to be considered to get a holistic picture of our program.

4. We should consider developing an assessment center to work with both preservice and inservice teachers.

5. We need to consider providing support groups, special seminars, and follow-up visitations of our beginning teachers.

6. Our initial beginning teachers are also potential graduate students. Continued follow-up and support should be planned for helping these students after they complete their beginning teacher program. They should be guided in making appropriate decisions for graduate study.

7. We should consider the nature, requirements, and competencies required in our preinternship and internship. Cluster sites, required qualifications for directing teachers, right of selection of directing teachers, and the like need to be addressed in discussions with the counties.

APPENDIX A

STRENGTHS OF BEGINNING TEACHERS

Organization of subject matter
Beginning and ending review

_____ is an extremely conscientious individual. She has a strong desire to succeed which is obvious in her preparations and applications for her class room responsibilities.

Organization and professionalism

Maintaining her commitment to continuing instruction while trying to reduce severe emotional outburst from her students

Willingness to try new ideas to accomplish learning

Organizational skills, self-motivation, and willingness to expend efforts and energy beyond the norm

Good rapport with students and consistent handling of discipline

Behavioral management

Subject matter knowledge

_____ has a tremendous interest in the welfare of each student in her class. She sees each one as a unique individual and is dedicated to guiding each one in ways which encourage development of his or her full potential. She is eager to try new and innovative techniques to keep student interest levels high.

Great teacher/student rapport

Ability to relate to students

_____ has an excellent rapport with students. She takes an individual interest in each child and maintains parent contact making a point to show positives as well as negatives. She is eager to participate in all aspects of the school environment.

_____ develops instructional materials to meet student needs.

Commitment to the schools mission
Communication skills, both verbal and non-verbal
Time management
Maintains a classroom atmosphere which is conducive to learning.

Positive attitude

Good verbal skills
Enthusiastic and willing to take suggestions of others
A hard-worker-organized and professional

A warm and caring attitude
Organized plans for instruction

Willingness to work with students
Knowledge of subject areas
Student conduct
Varied learning activities

_____ is a mature person interested in providing the best education possible for her students.

Classroom management

Maturity
Good use of multimedia

Organization

Very knowledgeable in subject matter. Very professional at all times. Willing to participate and join in projects and programs of all kinds.

_____ is highly motivated and does an excellent job of monitoring behavior in 10 classrooms. She works well with all the teachers on grade level as she assists them with 30 minutes of instructional time periods. In January she will be setting up her own classroom. She has a bright, positive attitude toward all she does.

_____ is well organized, dependable, and very accommodating. His lessons are well planned and he has excellent classroom control. He is open to suggestions and very willing to help with extra curricular activities.

She is cooperative but shy.

Knows subject matter
Uses appropriate methods
Good rapport with students

Excellent classroom management for a beginning teacher

_____ has empathy for, and a strong desire to help special ed youngsters. She shows it in the patience and rapport she has developed with the youngsters. She is open to suggestions and

enlists help of staff members as well as accepts it. She is mainstreaming her whole class (11) with a fifth grade class for science on selected projects. This is working well, especially since she has an intermediate EH class.

Positive attitude
Willing to learn
Signed up for assertive discipline course
Uses sound judgment

Rapport with students
Ability to enhance students' image, etc.
Willingness to do anything asked (in and out of the classroom)

_____ appears to be well aware of what children can realistically accomplish. She is conscientious and responsible and plans most effectively.

Accepts suggestions from the principal
Has self-confidence
Wants to be a good teacher

Good classroom management skills
Genuine concern for students' welfare

Development of lesson plans
Cooperative spirit

Relates well to students
Enthusiastic

Very professional
Willing to help with projects
Produced excellent environment for learning

Good classroom management skills
Genuine concern for students' welfare

Commitment to task
Concern for class
Positive attitude

Sensitivity to needs of pupils!

Creative, innovative ideas
Willingness to go above and beyond
Communication techniques

_____ is teaching out of field as the opening we had was in SLD. She is doing a good job relating to those students, some of whom are larger than she is.

Lesson presentation is complete

Enthusiasm

Develops a complete lesson

Planning
Organization
Knowledge of how to deal with individual

Classroom management strategies

Planning, effective use of time and classroom management

She is a natural. She loves her job and students

Wonderful responsive attitude
She genuinely loves children and teaching

Ability to motivate students

Ability to promote interaction with students long and short range planning

Communication skills
Classroom management

Dedication to students

Enthusiasm
High energy level
Willingness to ask for help and to admit shortcomings
Initiative in implementation of innovative techniques

Flexibility, fortitude, communication skills, professional attitude

Human relations, presentation of subject matter, and communication skills

Student counseling

Discipline, working with individuals

Subject matter knowledge (social studies), role model

Well organized, able to follow lesson plans from manual, punctual, has good rapport with children

Academic knowledge, desire to do well

Enthusiasm, organization, presentation of subject matter

_____ is very aware of individual student's strengths and weaknesses and provides appropriate materials to meet those needs.

Her willingness to be successful

Teaching skills, warmth and compassion for children

Very cooperative with peers and administration. Has a very positive attitude toward her students.

Interest in task, professional attitude

Caring attitude toward students, planning and organizing for instruction, communicating with parents, ability to assess student progress and use data to meet student needs.

Her creativity and love for students; her enthusiasm and well organized lessons; her humor and cooperation with parents.

Good teaching personality, very well organized

Intelligent, high moral character, relates well with students

Wants to be a professional teacher and works very hard to reach this goal

She has a sincere concern for her students

_____ shows a lot of empathy toward his student. Therefore, there is great rapport. Many students in our handicap program benefit from his coaching Special Olympic teams. This demonstrates his dedication to humanity.

Loves teaching

Writes adequate lesson plans. Desire to teach

Very strong in communicating with parents and keeping them informed. She cares a great deal about her kindergarten children and is a hard worker.

Her maturity, her self-confidence

Instruction organization

Classroom management, communication

Organizational skills

His maturity, common sense, and relaxed approach with students

This young lady has a real "can do" spirit. She will do any job necessary to help the mission of her school. A real hard worker.

Creative and tries a variety of methods and materials in presenting material. She is eager and willing to share ideas and to use new ones given to her by others.

Her maturity and open mindedness towards learning her profession

Organized and professional

Knowing her students and needs

Preparation and discipline

Enthusiasm for success, good English

Untiring energy to complete a task. Ability to refrain from becoming frazzled when plans go awry.

Check the # of "5's" circled on the checksheet.
I have nominated _____ for the Sally Mae First Year Teacher Award. She taught in our Pre-K program and her room very quickly become the "model" for Pre-K's in the county. People have been in and out all year to watch her class in action.

Cooperates with administration. Is respected by pupil and parents.

Enhancing student dignity, self-worth and increasing the students willingness to learn.

To select/develop and sequence learning activities that are appropriate for 2nd graders and to communicate effectively using verbal and non-verbal skills.

Organization and rapport with her students.

She had received good preparation from the university. She is a bright, capable individual.

Eagerness to do a good job, willingness to work hard and cooperative attitude toward peers and administration. Very positive attitude toward students. Excellent development of materials, centers, manipulatives, etc. to enhance instruction. Very good planner.

Good rapport with faculty and students. Pleasing personality and flexible with kids.

Very conscientious and well organized. Dedicated to teaching.

Excellent knowledge of subject area; ability to develop and use methods and materials to assist Comp. E. Math students understand math concepts; a true concern for and understanding of the below average student.

Genuine caring for students. Classroom management.

Organized, mature, deals well with parents, creative.

Dependable, could key in on students' feelings and problems.

_____has a major strength, wanting to become the best she can be. She's caring and willing to listen to suggestions and take constructive criticism.

Excellent questioning techniques.

Eagerness to accept help and suggestions fro professional growth and development.

_____is a very caring professional who strives to complete all tasks assigned to her. Her major strength is her organizational skill.

Command of curriculum, classroom management.

Love and understanding of children.

Knowledge of curriculum, Good communication with peers and students.

Maturity, dedication, willing to go extra mile---always sensitive to students' needs.

Maturity, consistency, management/organizational skills, ability to "break-down" concepts into learning modules.

Positive attitude towards teaching.

Understanding of individual differences in learning styles as well as behavior.

Good background knowledge. Prepared daily.

Knowledge of the curriculum. Interest.

Superior knowledge base. Eager to "do the right thing."

_____was one of the most capable first year teachers I have ever known. She expects a lot from her students and they know it and respond positively.

Creativity.

Her deep concern for the academic welfare of her students.

Ability to encourage and motive. Shows much concern and love.

Excellent role model for children. Develops a positive learning environment for her children.

Good rapport with students and parents.

Discipline.

Unique ability to reach the most difficult and troubled student. She is a welcomed addition.

_____seeks the best for his students. His patience and understanding of their problems and needs is exceptional.

____is an eager learner. When she recognizes her need for peer assistance, she seeks it.

_____works well with her special ed. students. Their best interests are primary to her.

She cares about kids.

Very helpful, great personality, a hard worker, very positive. Encourages student participation in regular program (SLD). She has demonstrated she will be an excellent teacher in her area.

Enthusiasm, Cooperative ....Knowledgeable.

Took suggestions well.

Care and concern for the individual needs, emotionally and academically of each student was a major strength.

Was able to follow guided suggestions and willing to improve.

Very knowledgeable in her field.

Relates well to students.

Very knowledgeable in her field. Demonstrates a unique ability to motivate students.

Very conscientious about her responsibilities as a teacher. She does an excellent job in all areas.

Warm, understanding manner.

The ability to intern in the 5th grade and then be flexible enough to take over a first grade as her teaching assignment.

_____is an teacher's teacher. She is an excellent role model for all of us.

Knowledge of subject matter and his ability to communicate this knowledge to his students. Very cooperative. Good classroom management.

Born teacher.

This teacher was born to be a teacher!

Sensitivity to children. Organization.

Positive reinforcement.

Good kindergarten teacher.

_____is a very energetic and conscientious teacher.

Instructional planning...Good communication skills...Works well with students, parents and co-workers.

Her willingness to work.

____Patience in working with handicapped children...She individualizes instruction for the student.

Cooperative. Hard worker.

Well trained. Enthusiastic. Likes to work with children.

Knowledge of ESE students. Ability to communicate students' problems to parents.

Her positive influence on student achievement in her classes.

Her outstanding professional image. Her ability to maintain discipline in her class.

_____exhibited excellent teaching techniques consistently.

Lesson delivery.

Planning/organizing. Delivery of lesson. Evaluation. Student management.

Outward enthusiasm for job. Team player.

Diagnostic ability.
Has exhibited characteristics of a superior educator in every aspect.

Individualization. Personal characteristics.

Child development knowledge. Creative. Dedication (time, energy). Love of children.

Working with student with a variety of problems.

Developing goals.

Determination. Ability to work with all students.

Excellent rapport with students. Good classroom management. Good questioning techniques.

Cooperative

Cares about the students and willing to work with them.

Good rapport with students and parents. Pleasant voice. Good lesson plans.

APPENDIX B

PRINCIPALS' PERCEPTIONS OF THE WEAKNESSES OF BEGINNING TEACHERS

Classroom management is a little weak. She does, however, have a very difficult class. She is improving.

____lacks experience with the computers. We are also working on slowing down her presentation. Some to reduce multiple questions.

None to data.

None.

None so far.

Does not know how to let up on a child with a behavior problem. Berates a child for too long a period of time.

Is a poor speller.

She has enlisted the help of some of my staff members to help her increase her teaching skills on the TRS80 computer. Especially networking.

Teaching and managing the class at the same time. This will come in time.

Sometimes gets involved in things she doesn't need to-but usually done with the best of intentions.
I have not found a "major weakness."

_____is becoming a good teacher.

Classroom management. Organization and discipline (is not consistent.) Does not seek assistance, says "no problems" when help is offered. Spelling.

Needs to develop more interest centers and organize groups to utilize them properly.

Classroom management.

None

Needs to develop more interest centers and organize groups to utilize them properly.

Written communication.

Difficult to determine.

Behavior, classroom management.

She has not grasped that instruction must begin where the students are not at some mythical "grade level."

Knowing that off the cuff remarks are often heard by parents.

No major weaknesses.

Interpersonal skills between the teacher and student.

None noted.

Still looking!

None.

No major weaknesses at this point.

I have not found a major weakness so far.

Lack of knowledge of referral procedures.

Lack of knowledge of intervention and referral procedures for emotional distress, child abuse, and drug abuse.

____has no weaknesses. She performs as if she were a veteran teacher.

None.

Inadequate background in early childhood knowledge and techniques.

Lack of experience in handling multiple ability levels along with severe behavior problems.

Not necessarily a weakness, but special assistance is being provided in the area of management of student conduct.

Behavior and classroom management.

None--really.

Quiet, but is was interesting to see the students adjust to this.

Worries too much. Needs to move lessons a little more quickly--but that will come.

Dealing with misconduct.

Some problems with subject/verb agreement in oral and written communication.

Preparation for BTP

Adjusting to some of the disorders. She overcame and has been able to ignore some behaviors.

Lack of experience.

Just needs some experience "under her belt."

Written communication skills.

Ability to teach to whole class and not just those students who were responsive. Ability to handle behavior interruptions consistently and effectively without losing instructional momentum.

An exceptional teacher who tends to feel that she is not as competent as she actually is.

Inadequate planning. A bit too slack in classroom management and expectations.

None.

Communicating appropriately with her peers.

Not significant enough to mention.

Reacted on feeling level with some negative encounters.

Sensitivity to the needs of students/children.

More confidence in herself and her abilities.

None.

None.

There are no major weaknesses. We believe he will continue to grow in becoming part of the total school program and reach beyond the immediate subject area.

Only weakness is experience.

_____needs to work harder at classroom discipline, getting control early. This I feel will be fixed as she gets experience.

Needs more preparation to handle sever behavior disorders in EMH students.

_____lacks skills in computer literacy. She also lacks the depth of understanding of how to research curriculum materials.

Too much auditory presentation.

Organization skills. Knowledge of children's literature.

Classroom appearance.

None observed at this time.

None.

She needs to be more professional when responding to parents.

Poor classroom management skills. Her own personal problems influence her lack of success in the classroom. Poor disciplinary procedures.

She need assistance in arrangement of her classroom for best utilization of space and traffic patterns and identification of special needs children. She knew the child needed assistance but wasn't sure what kind. I don't consider these major weaknesses just lack of experience.

None observed.

None observed.

Long range planning. conferencing.

Like any beginning teacher, at times his confidence lags behind his actual ability. He learns from his mistakes and is not afraid to take a different approach.

Still needs experience in dealing with a variance of classroom behavior. She is willing to try new methods and is very patient.

Behavior management was, at first, a concern. It took several months to learn the fine line between being caring and concerned and yet demanding respect and authority.

Needs to use more body language---smiles, gestures, etc.

Classroom control. Arrangement of classroom.

None observed yet.

Perhaps expecting too much too soon from the students.

I have observed no major weakness.

None.

For all beginning teachers discipline and class management is most difficult.

The use of manipulative materials for teaching. Learning centers.

Classroom management/ discipline.

Discipline.

Management of classroom behavior. Does not establish his own authority base.

She has no major weaknesses.

Patience with teachers.

Communication techniques with her student seemed somewhat limited.

None noted.

Unorganized. Overworker. Unsure areas as a result.

None.

None.

None.

None.

Nothing experience won't overcome.

Consistency with discipline.

Lack of self-confidence.

Classroom management improved when standards were set and implemented. Good instructional objectives and effective teaching created an environment conducive to good behavior.

Weak in classroom management skills.

Classroom management and discipline skills.

No major weaknesses.

Teacher split between two schools.

None

None.

None.

None.

None.

None.

None.

This candidate struggle with discipline that first year, but has found the "key" this year and has had a wonderful year.

Children with special needs.

Flexibility.

Organization and planning, motivating and maintaining positive attitude among students.

Knowledge of computer assisted instruction.

Had difficulty with discipline. Was weak in prescribing appropriate skills.

I don't think she has any "major" weaknesses.

Student management. Evaluation.

Lack of knowledge for dealing with exceptional ed. students that are mainstreamed into the basic program.

Aggressively seeking alternatives for students not achieving using normal methods.

Discipline. Classroom control. Instructional momentum.

Taught subject matter too fast. Spoke at a fast clip.

Very inflexible. Does not adjust to the individual needs of the students.

APPENDIX C

PRINCIPALS' SUGGESTIONS OF HOW UNF COULD IMPROVE ITS PRESERVICE TRAINING OF TEACHERS

Beginning teachers need to be oriented toward realistic expectations of the behavioral problems they will encounter in the classroom.

UNF is doing a good job of training their beginning teachers.

Expose to as many different populations and handicapping conditions as possible along with discussing group dynamics of handicapped students.

Put them in schools as interns that they are likely to be assigned to. Classwork is fine but does little to prepare teachers to do their job.

Put preservice teachers with experienced teachers in schools that are tough teaching situations. Less desirable school locations are where new teachers end up.

Make sure that your student are exposed to a variety of socioeconomic and cultural environments.

Have master teachers present in methods classes to students giving them a realistic picture of expectations of the classroom teacher. Teacher students to integrate curriculum areas showing students the connectedness of subjects. So many are piece making instructors.

I feel that this teacher and other UNF graduates I have met are very well prepared to do an excellent job of teaching.

Teachers should spend one year in an intern program.

Curriculum management appears to be an area of concern with beginning teachers. This often comes with experience in a special setting, but perhaps this area needs some additional attention.

Interns need to have experiences with urban and suburban children.

Students need to be out in the field. The experience of being in a variety of classroom settings give these students a view of what is happening in the real world.

Where as it is difficult to obtain beginning employment in affluent schools, it is misleading to concentrate interns in these schools. It would be more realistic to place interns in less affluent settings.

No suggestions.

No suggestions. It's difficult to improve on an excellent program.

None.

Continue what your are doing. Produce more or train more like _____is trained.

None.

Have the pre-interns out in schools and teach individual lessons in each subject.

Ones we've had here have seemed well-prepared.

I would like to see a close relationship developed between university and schools where intern and pre-interns are sent. If centers could be established possibly on a rotating basis, schools could effectively participate in school training for both interns and teachers.

More experience in low-income areas- New teachers in Duval County typically get assigned to these areas.

Classroom management for primary folks.

Andrew Jackson would like to become a cluster site for interns and pre-interns. An inner city school such as our is an ideal setting for teacher training.

Little more time on developing lesson plans. Attention to detail with records ESE materials and writing IEPs.

None.

Video tape problem classrooms--analyze for brainstorming solutions.

NO.

Enable students to have as many on the job experiences as possible.

More exposure to classroom experiences.

More exposure to classroom situations.

No.

The answer is in screening the candidates who are attempting to become teachers. You have done an excellent job with this candidate.

I am pleased with the contacts I've had.

No.

No.

Begin doing field work with the first education class and increase the involvement with the classrooms observed as the program progresses. I found this to be the most useful part of my training as I was exposed not only to many different grade levels, but also teaching styles and techniques. My program was labeled OP- Observation/Participation..

This one is a jewel--Make them all like her and recycle a couple I have.

Add more time to the mini-intership program. Allow for several visits to several schools with different kinds of student bodies.

Not at this time.

Use Catholic Schools more!

Doing a good job--maybe, better prepare students for differences in management styles within individual schools.

Some problems with subject/verb agreement in oral and written communication. Specific attention should be given to assisting with improvement in grammar. Parents are particularly sensitive to this.

None--seemingly doing a good job.

To confer with her during the first year! ____reflects very sound meaningful preparation!

More "on the job training" under the direct supervision of the University personnel.

Pre-Interns start too early in academic career.

Computer training and awareness of software availability.

I feel UNF does a commendable job.

I believe that young teachers should go through the competencies while they are doing their practicum and be familiar with the procedures involved. Many of these teachers are overwhelmed and bewildered/ even frightened at the amount of work the year entails, especially since they are extremely involved in organizational planning; student discipline; record keeping--and all

that teaching entails. So much is expected of them once they are in a classowned environment, that if some of the Beginning Teacher Program is done at the said time--they can concentrate more on what is expected. I would then suggest a follow-up survey of about 3 months inservice added to the BTP--seeing the weaknesses and strengths have taken a more positive plus for the candidate.

I really do feel that our Universities are an important factor in helping us to bring about the best in our young teachers by giving them the tools necessary for a noble dignified profession.

Thanks for the opportunity in allowing one to express my thoughts on the BTP.

You seem to be doing a good job.

You seem to be doing a good job with your recent graduates. Keep it practical.

The teachers should go through the beginning teacher program while in school so they are comfortable with it.

None.

Very pleased with your product.

Making sure that weak candidates are weeded out.

More "on the job experience" which is more closely monitored by University personnel. More child development coursework.

We believe students would benefit by more instruction in a variety of classroom management techniques. Also, instruction in crossing academic lines to foster communication and cooperation among all disciplines; i.e., sharing assignments between English and social studies classes. This would benefit both the student and the teaching staff by observing and becoming involved in the total educational process of learning.

Video teachers during their student teaching and review Domains with Domain #3 concentrate on.

More instruction in the area of dealing with mainstreamed ESE children.

I feel UNF provides the instruction and guidance necessary for teaching. Be honest with prospective teachers, everyone can't become a teacher.

Consideration should be given where the length of the preserves be extended approximately another four student contact days.

Not at the moment.

Teacher training for Kindergarten need more knowledge of children's literature and whole language teaching.

Establish goals for each pre-intern, even the beginning intern.

Screen applicants before allowing them to enter the program.

Closer supervision of interns. Screening more students from Education programs in the earlier years of college. Encouraging all educators working with the students to give fair and honest evaluations.

Have interns acquainted with all paper work and tracking systems.

Once the interns are in classrooms don't pull them for workshops during class hours.

Give interns variety of experiences with different grade levels and subjects.

Get them in the "real world" as much as possible.

Provide information and practice of assertive discipline and other techniques for classroom management.

Put more emphasis on discipline problems.

Preinternship should stress interaction behaviors shown while work with children. This is improving.

The school visits begin too early or are organized incorrectly. Too often the students do not appear as assigned.

Screen carefully.

More in the area of discipline an dealing with low achievers.

More emphasis on classroom management and assertive discipline.

More school level experience prior to their internship.

Provide more school based experience prior to their internship.

In the area of Exceptional Student Education an awareness of subjects taught in the schools and what each candidate will be teaching.

Your program as reflected through your pre-interns and beginning teachers indicate your preservice is on target for out needs.

Interact with students. Re. their various concerns. How to handle discipline problems. How to discuss student needs with parents.

Discipline.

Discipline-Effective uses

Discipline effectively.

Longer time interning. I recommend 2 sessions; one in the junior year and one in the senior year. Designate laboratory schools for junior year and allow freedom to select school for second internship.

More time with students during their college years.

Teachers need to experience a variety of schools. Teachers need to be taught problem solving techniques for discipline.

Fail a few students. There is no threat of failure in preservice but certainly is on a job.

Course in assertive discipline would be of great benefit.

Allow more "teachers" to become involved in pre-planning and opening of school.

Should require an overview or introductory course in exceptional education.

More cla[illegible]ime spent "in the field."

Professors observe during internship more often.

More computer experience.

More computer experience since it is a state requirement.

Work with school people for their input into your program.

Keep up the good work!

APPENDIX D

PRINCIPALS' RECOMMENDATIONS OF HOW UNF COULD ASSIST IN WORKING WITH BEGINNING TEACHERS

The greatest obstacle beginning teachers face is that of behavior in their students. New teachers seem unsure as to how much authority they yield and how to use their authority in coping with behavior problems. UNF should review programs in behavior modification to ensure their objectives are being met as they apply to application in the classroom.

UNF should work more with beginning teachers in the areas of discipline and general record keeping in the counties to which they are assigned.

Alerting them of the ill effects on behavior and leaning of social changes. ____-seems to suffer culture shock.

Put them in school in an intern program and help them to develop.

Make visits to the classroom as additional support persona.

Have UNF instructors observe beginning teachers in the classroom.

Serve as the other professional educator. Provide professional development activities with their peers. Re. science methods with district texts--integrate lessons.

I feel that Clay County takes care of providing a mentor or peer teacher to support each of the beginning teachers. In other counties, perhaps, being a faculty member available to provide this type of support where it is needed would be helpful.

It would probably be helpful to have seminars geared toward small group sharing where beginning teachers could share concerns and successes. This could also provide you input as to areas that the teacher feels least prepared.

UNF should confer with teachers in order to meet the beginning teachers' needs.

By becoming more visible at the school site and developing a dialogue with the on-site supervisor.

Maybe a system of follow-up and observation as a beginning teacher then follow-up and feedback in areas where growth and improvement was identified during the beginning teacher program after the first year.

During their coursework the teachers should be versed in the FPMS system of observation and with the beginning teacher competencies.

Graduate quality students. Students need to have a sincere interest in teaching and working with children.

Observe the beginning teacher in the classroom.

More visits form director if possible.

No suggestions.

UNF involvement is sufficient at this time.

Provide a little inservice for security sake!

Provide classes in assisting them in passing certification tests.

Continue placing students in field experiences in the public schools.

Conferring, when requested, with beginning teacher about weaknesses.

Support may be the key work. I have received complaints form many special ed. teachers that feel they need more support services in order to keep fro burning out due to stress or frustration when all methods learned do not work.

They need to have the computer training in order to teach the required 18 hours of instruction. Most schools have Radio Shack TRS80 computers.

Have supervising professors serve on the beginning teacher's team in the role of "other professional educator" when possible to help provide support and carry-over.

Assistance in follow-up monitoring of new teachers and in providing direct assistance--helping the new teacher relate his/her past experiences to the present situation.

Visit beginning teachers in the school setting to get a better understanding of the circumstances surrounding the teachers and their performance.

Visit a couple of times during the year to act as a resource.

Beginning teacher workshops are very helpful.

Touch base at least twice during the first year--morale booster, resource advisor.

Unsure.

Plan weekly/monthly feedback sessions or collegial groups to discuss problems/weaknesses.

Have quarterly seminars either on Saturdays or evenings. Allow them to discuss their problems and frustrations and have someone with an excellent knowledge of instructional techniques provide suggestions for them.

Develop pride in the Education Profession.

Assist in developing a professional attitude in beginning teachers. Pay may be low, but the responsibility is great.

Assist in developing a professional dedication.

Unsure.

I feel UNF is doing an excellent job in preparing teachers.

The supervising directors should consider participating in the support staff for the beginning teacher.

Perhaps small support group meetings called for various topics such as time management, staying on top of paper work, discipline and the like would help after a few months of teaching. Now they have relevant questions and may need help.

Teachers to recognize child abuse, and alcoholism. More training in identifying and working with special education students that are mainstreamed part time.

Provide a liaison to assist the peer teacher during the BTP. This would be someone familiar with the teacher and who could facilitate the transition form student to full time teacher.